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AUTHOR Halyard, Rebecca A.
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ABSTRACT

A two-quarter Human Anatomy and Physiology course for health-science students has been developed which incorporates the principles of individualization while maintaining the lecture hall setting. The lecture method contributes the following components to the course: (1) no special equipment or supplies; (2) personal interaction between instructor and students; (3) opportunity for easy revision and up-dating of materials; and (4) students meeting at one time. To individualize, components of personalized system of instruction (PSI) and audio-tutorial (AT) instruction have also been incorporated. Benefits of PSI include printed study guides and quizzing over each unit with immediate feedback. Benefits of AT include slide-tape minicourses (over each topic) available in a learning center, taped lectures so students can listen at their own pace, and use of several types of media to support the lectures. Overall benefits of this individualized lecture course (ILC) include personal interaction between students and teachers, use of slide-tapes in the media center, refinement of note-taking skills, feedback from classroom questions and tests, and use of study guides that direct study efforts to more important areas and resource materials. Student response to the course is reported to be favorable. (Author/JN)

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Individualization in a Lecture Hall Setting

Rebecca A. Halyard

Clayton Junior College

Morrow, Georgia 30260

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The purpose of this presentation is to describe a Human Anatomy and Physiology course developed to include principles of individual.zation while maintaining the lecture hall setting. The two-quarter course is offered for health-science students at a two-year college in south metropolitan Atlanta, Georgia. Approximately 125 students are enrolled in the class each fall. The lecture has traditionally been a favored mode of instruction for the majority of professors, as demonstrated by its continued use. Several reasons for the popularity of the lecture have been concisely described by Fisher (1979). She concluded that instructors like the lecture method because it stimulates creativity and encourages them to keep current and active in their areas of specialization. Both faculty and students like the direct interaction in a "live" situation, students frequently report that they like to see a "real" instructor in class each day. Needless to say, the lecture-hall is comfortable and familiar to faculty; there are few new machines to learn, to breakdown, or to buy. For many established institutions the lecture method is quite cost effective. It requires little, if any, special equipment, facilities, or personnel.

Shortcomings of the lecture method center on the lack of attention that it directs to individual student differences and on research evidence that students learn more when Personalized System of Instruction (PSI) techniques are used (Fisher, 1979; Kulik etal., 1980). PSI courses are typically self-paced, mastery oriented, and use a printed study guide. Rigid scheduling is also a shortcoming of the lecture method. Audio-tutorial (A-T) instruction has been found to be at least as effective as the lecture method (Kulik etal., 1980) and has the benefit of providing flexible and instruction for students who do not or cannot attend lectures. A-T instruction most typically provides an opportunity for students to learn at their own pace, using a variety of media, i.e. tapes, slides, films, demonstrations, etc.

The individualized lecture course (ILC) at Clayton Junior College has been developed so as to incorporate the major benefits of the lecture method, PSI, and A-T. The lecture method contributes the following components considered favorable to many:

1. No special equipment of supplies
2. Personal interaction between instructor and students
3. Opportunity for easy revision and up-dating of materials
4. Many students can meet at the same time.

The following components of PSI have been incorporated into the ILC:

1. Printed study guides
2. Quizzing over each unit with immediate feedback

Audio-tutorial components that are included are:

1. Slide-tape minicourses available in the learning center over each topic. Some are required.
2. Lectures are taped so that students can listen at their own pace.
3. Several types of media support the lectures.

In addition to quizzes over each unit, students take cumulative exams over major areas of study. These exams are summative and require students to know more than the basic information required on the quizzes. Students must synthesize and evaluate the information they have learned. These tests are normative in nature and, therefore, stimulate competition among students.

Self-pacing is encouraged only within limits set by the instructor. Dates of quizzes and lectures therefore set the pace. Students enrolling in this class are also involved in career health programs which require completion of the anatomy and physiology by a certain date. Extending the time-frame of the course would therefore not benefit these students. Because of clinical schedules, most students are available only at one time period; it would therefore be necessary to build a learning center big enough for all students to come at one time.

The ILC has proved beneficial to students enrolled in the Anatomy and Physiology for several reasons. The students:

1. have personal interaction with their classmates and instructor.
2. can listen to individual minicourses over any body system in the Learning Resource Center. These are commercially prepared slide-tape programs that include an instructor prepared study guide. Printed programmed texts on each area are also available.
3. can refine note-taking skills by listening to tapes of the lectures.
4. receive feedback from classroom questions and eye-contact as well as from frequent quizzes which are scored immediately.
5. use study guides that direct their study efforts to more important areas and refer them to a variety of resource materials.

Learning Resource Center records indicate that lecture tapes are the most popular aid available to students. Most students using the tapes duplicate

them on the high speed duplicator. Some elect to listen to the tapes on the speech compressor, especially if they desire only to review a small portion of the lecture.

Achievement records have been promising. Students completing the sequence in the winter of 1981 participated in norming the State of New York College Proficiency Exams in Anatomy and Physiology. The students' mean score was in the upper one-third of the means of other programs that participated in the project.

Student evaluation of faculty data indicate that most students feel that the instruction in the class is of high quality. The mean response for this item was 4.45 on a 1.00 to 5.00 scale (n = 80).

The ILC has proved to be a beneficial means of teaching Human Anatomy and Physiology to a large number of students who have varied backgrounds. Each student is able to choose a way of learning that is most comfortable and is provided variety to retard boredom. This way of teaching appears to offer more options for more students.

Literature Cited

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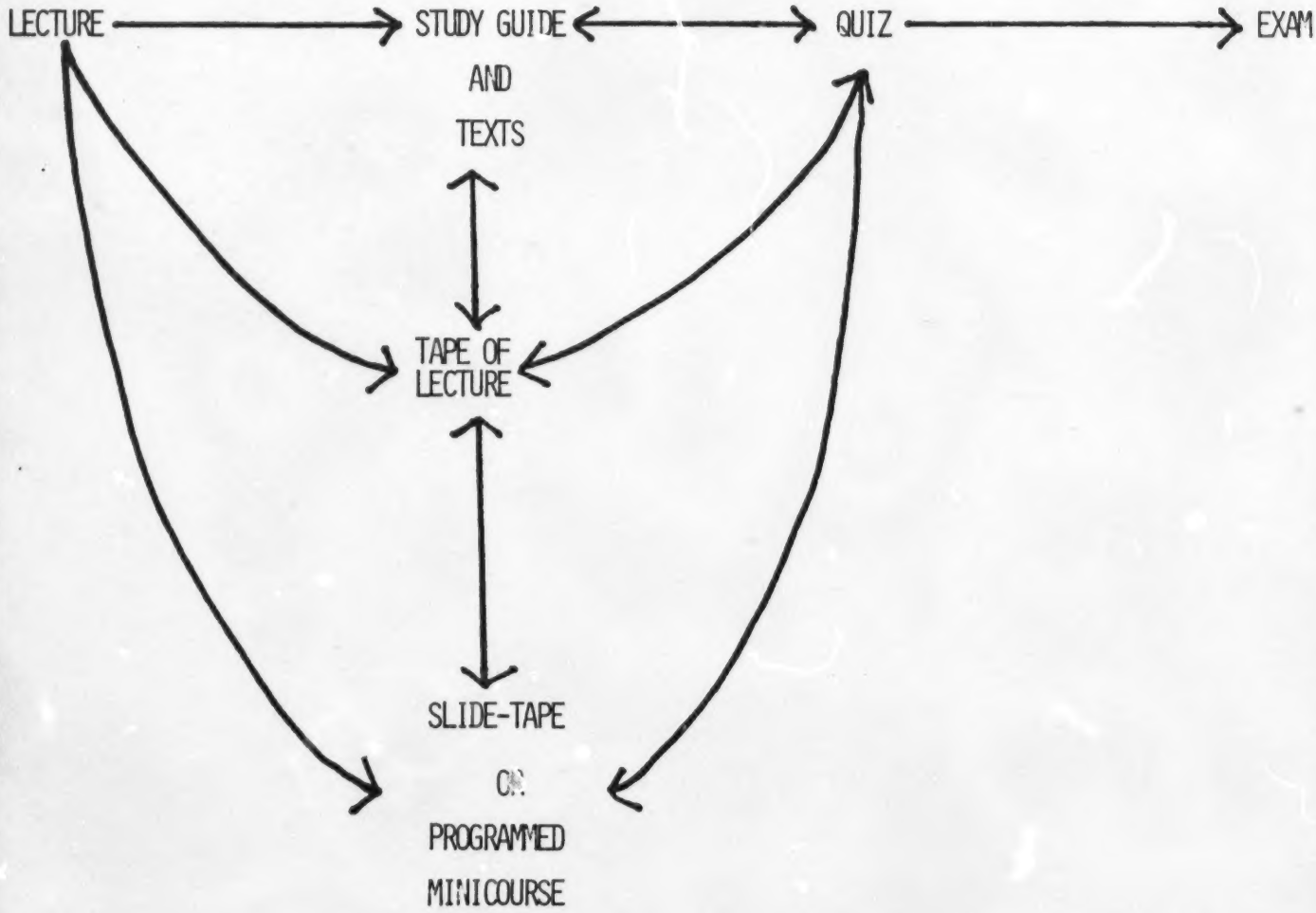

INDIVIDUALIZED LECTURE COURSE (ILC)